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ABSTRACT

This paper advocates the use of "intrinsic" activities, such as the language experience approach and individualized reading, to teach beginning reading. Unlike "extrinsic" approaches, which depend on texts or other external motivators to stimulate learning, intrinsic methods exploit the internal desire of the child to acquire knowledge. Suggestions are detailed for using experience charts or teacher/pupil dictation, key vocabulary, the alphabet, writing, and good literature to teach reading. Ultimately, the goal of such techniques is to facilitate students' selection of reading materials. Independent learning centers, record-keeping procedures, individual conferences, group teaching, modified behavioral objectives, and curriculum development can all be directed towards this goal. (KS)

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EXTRINSIC IS THE DIRTY WORD

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Few would disagree that democracy means that citizens have a right to make some decisions. Similarly would one get little argument if one said that totalitarian government is based upon the actions of someone in authority making all the decisions.

Yet it is curious that most teachers in America do not see themselves as undemocratic when they make all the choices for their students in what or in how they will learn. The majority of activity in most classrooms in this nation is based upon some kind of text, which is designed to be used with all children, north and south, east and west, coast to coast. By the very nature of a text, children may not be allowed to make any decision. Why are teachers so convinced that pupils are not wise enough to have any choices in their learning? That is a good question.

There are at least three answers to this question. The first has to do with the value of texts. As far as the research goes, there is little to justify this faith. In a recent article in the Baltimore Sun entitled "School Books Are Peddled Like Autos."[1] Mike Bowler describes some surprising practices that

[1]Mike Bowler, "Selling the 3 R's", Baltimore, Maryland, The Sunday Sun, October 3, 1976, Section A.

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should give pause to teachers. Yet, somehow, most teachers honestly believe that texts have all the answers. If one should depart from text material, something, heaven forbid!, might be left out.

A second answer might be found in the always latent fear that allowing any kind of choice would mean that the class would get out of control. Children cannot be trusted to do what is best. This point is rooted in the concept of Original Sin. Evil lies in every child's heart unless watched and controlled and made to behave!

A third answer is to be found in the denial by teachers that they could POSSIBLY be a force that is undemocratic. Even those teachers who say - "You are darned right I use those texts. I decide what is good for my pupils." will admit to the fact that they allow no choice in their classes. But they insist their own personal integrity is so overpowering that it doesn't matter.

LEARNING DEMOCRATIC VALUES

So children will come out of their years in school believing in democracy because they are TOLD to believe in democracy. Well, maybe they do and maybe they don't. Maybe there is enough truth in the personal democratic beliefs in teachers to insure that totalitarian forces will be held at bay in this nation. Personally, though, I can't help but wonder why so many citizens don't vote? When did that start? If genuine choices had been

part of their living since their earlyhood, as my friend once called it, would not there be more of a rush to the polls? Why did a Watergate get so far along before the system began to work? Would teachers, as a large body of citizens, grant that democratic values could be developed from the earliest of pre-school days? Would teachers grant that we have nothing to lose by allowing decision making activities early on to promote faith, belief, and understanding as to what the values of our way of governing are all about. If you would agree that democracy is a matter of decision making prerogatives among the governed then the use of textbooks which do not allow any such prerogatives must be viewed as anti-democratic. Do teachers really believe that telling about democracy teaches it?

LAISSEZ-FAIRE NOT DEMOCRACY

Unfortunately, this rings alarm bells in most teachers' minds.

An alarm that reads like this: "Oh, you just want the little darlings to do what they please." Ah, no. Doing what one pleases is anarchy, and even the most ignorant of teachers knows that at whatever cost, there must be order, there must be system. A class cannot get out of hand. There is no panic in a teacher's breast greater than that panic that occurs when a class gets out of control. This is true the world around.

If you would grant me that allowing students to have some kind of role in deciding what they are to learn and in what way,

then, it seems to me, that you must listen to how to use those teaching strategies that are essentially democratic in nature. In the teaching of reading, this is the use of the language experience approach in the beginning, and a self-selection or individualized approach after pupils are able to read books.

Far from being laissez faire, these approaches are highly organized, systematic, orderly, and have the added virtue of being exhilarating, exciting, and easy to carry out. The research picture is giving commercial program publishers nightmares. Children being taught these ways read more, read better, feel better about themselves, and view reading with markedly higher enthusiasm. If you would agree that democracy is a matter of decision by those who are ruled, and that totalitarianism is a matter of allowing no decisions, then you must use those practices that puts your money where your mouth is.

TEXTS MUST BE TAUGHT EXTRINSICALLY

Thus we come to the main theme of my presentation. Texts must be taught by an extrinsic method. There simply is no other way. If a text intended for all children is to be used, a teacher must resort to a Sesame Street type of cheer leading or entertainment to convince pupils that the text is the greatest thing since ice cream. NO decision making prerogative can be tolerated. SO teaching by text means teaching extrinsically. And thus extrinsic becomes the dirty word.

On the other hand if the language experience approach is used, the teacher uses the inner spontaneous speech of children and turns it into material by which literacy is gained. In individualized reading, pupils are taught to select a "just right" book by means of the Rule of Thumb, and by means of that decision, interesting material is used to gain the ability to read and write. Thus intrinsic becomes the golden word. It becomes, I suggest, the finest way to help children move into that glorious state of being where books, and stories, and other arts of a civilized society are beloved and desirable.

What it boils down to, I think, is for you to decide whether motivation is a matter of inner life or a matter of entertainment by someone on the outside. What is motivation anyway? Where does it come from? Inside out? Or outside in?

INTRINSIC TEACHING

Perhaps I will be more helpful if I take time to describe how to move into such intrinsically based activities. How does one teach when one has no texts? How do children learn to read words without drill? How is it that rather than learning words in order to read, one reads in order to learn words? It is not that hard to do. Follow my logic and practice my suggestions and you will see for your self that no planned, sequential material, no texts, no commercial programs are needed at all. It is surprising that while so many of us have known how to do this for years and years, most teachers graduate from their training

with a complete blank in these approaches. Why the language experience approach and individualized reading has been given short shrift in teacher training is another story, but in the time and space allotted to me let me fill in as many of these omissions as I can.

BEGINNING READING

First, beginning reading must be recognized as originating with TALK. Yes, talk, conversation. Sylvia Ashton Warner says it. "The conversation has to be got."[2] THE BULLOCK REPORT, a superb government document from England says the same thing by naming its survey LANGUAGE FOR LIFE.[3] In its pages it states: "It (i.e., conversation) is the foundation upon which all else rests."

Another quote from this fine report underlines my statement about the non-laissez-faire nature of the language experience approach.[4] I quote:

> "(i) All genuine learning involves discovery, and it is as ridiculous to suppose that teaching begins and ends with 'instruction' as it is to suppose that 'learning by discovery' means leaving children to their own resources;

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[2]Sylvia Ashton Warner, TEACHER, New York, Simon and Schuster, 1963, p. 35.

[3]Sir Alan Bullock, LANGUAGE FOR LIFE, Her Majesty's Stationery Office, London, 1975, p. 64.

[4]Bullock, op.cit., p. 50.

(ii) language is an heuristic function; that is to say a child can learn by talking and writing as certainly as he can be listening and reading;

(iii) to exploit the process of discovery through language in all its uses is the surest means of enabling a child to master his mother tongue."(4.10)

COMPONENTS OF BEGINNING READING

There are, I believe, five elements to the teaching of beginning reading. These can be used as a foundation upon which literally hundreds of daily instructional activities can be based. These five might even be considered bridge-heads, or mile stones, although they have no required sequence, and can be, and should be, all mixed up. They are:

I. EXPERIENCE CHARTS or TEACHER-PUPIL DICTATION

II. KEY VOCABULARY

III. THE ALPHABET

IV. WRITING

V. GOOD LITERATURE.

These just scratch the surface. If you would get hold of teachers books by R. V. Allen[5], Russell Stauffer[6], Bullock[7],

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[5]R. V. Allen, LANGUAGE EXPERIENCE IN COMMUNICATION, Boston: Houghton Mifflin, 1976.

[6]Russell G. Stauffer, THE LANGUAGE EXPERIENCE APPROACH TO READING, New York: Harper and Row, 1970.

[7]Ibid. Bullock.

Alice Yardley[8], and my own[9] you would have so many ideas to try that would last you for years and years.

How does a teacher proceed when using these five aspects of reading? How does such a classroom work?

KEY VOCABULARY AND THE ALPHABET

First, classroom organization of getting the conversation started must be set up. In short, children must be trained, and that is the word, to take turns. The teacher encites thought and spontaneous spoken language but insists that no one monopolize the spotlight. It can be done while maintaining a well behaved and orderly class. For the Key Vocabulary, each child can come to his teacher as he comes into the room in the morning. Usually the excitement of such an inner word, so expressive of deep underlying emotions, is pent up. The child whispers in the ear of his teacher who prints it large on "tough little cards"[10] which are usually then subjected to the hard wear of a possessive owner. As each letter is printed the child calls it out, and the teacher connects the letter

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[8]Alice Yardley, EXPLORATION AND LANGUAGE, New York: Citation, 1973.

[9]Jeannette Veatch, et al., KEY WORDS TO READING, Columbus, Ohio: C. E. Merrill, 1973.

[10]Ashton-Warner, op.cit., p. 36.

with the alphabet posted at eye level (not on the top of the wall). There is simply no faster way to eliminate the rote learning of the alphabet and to put its letters on a one-to-one basis. Nevermore will the "elemeno" be a problem, that is, that children not realizing that "L" and "M" and "N" and "O" are separate letters.

These Key Words are the beginning of literacy. They are intrinsic. They are golden in their ability to help a learner come to the miracle that must occur no matter how reading is taught, the miracle of "I've got words in my head!" Yet this is not the only way inner words can be used as instructional material.

TEACHER PUPIL DICTATION

Teacher-pupil dictation, the well known, if badly misunderstood, experience charts, are part of daily school life. If the one by one whispering of the Key Word in the teacher's ear is not possible because of bus schedules or whatever a small group of eight or ten children can receive their words while the rest of the class is kept busy at learning centers. But as to whole class dictation, nothing surpasses the recording of spontaneous language for reading--and writing instruction. As you can see, a major teacher decision is what should be taught or accomplished on an individual basis, what on a group basis, and what on a whole class basis. Each of us has our

own ideas, but I feel that the daily news, or experience chart, is best developed when all are sitting together in front of the teacher.

The teacher says something like this:

"What has happened in your world since last night that we should put in our news today?"

If done right, several children will offer bona fide news items important to each. These become topics that, after all are suggested, are expanded and written down by the teacher. Of course, some kind of editing is needed, as a verbal group of children--and they have to be TRAINED not be verbal--will bubble like butter on hot toast. So the teacher writes about five or so topics in sentences before them all. These are later transcribed for posting on the wall so that the words, phrases, and sentences are preserved as resource material for needed spelling words, or what have you. Five days a week this is done and become the basis, without destroying the enthusiasm now, for much learning of phonics, punctuation, spelling and the like.

WRITING

While all of this is going on, children see the nature of words of letters of the alphabet and books. What has been dictated becomes fertile source of stories. As Bullock wrote,[11]

[11]Bullock, op.cit, p.63-64.

> "There is no lack of things to write about. Young children will write about their homes and families, and their pets and other animals, and the highlights of their day-to-day experience. They will write about a football match, a street accident, a snow fall or a thunder storm, a visit to hospital.... (and) stories on fantasy themes involving witches or bandits, ghosts or gunmen....Thus writing serves them to give expression to their own versions of what is, and to create fascinating alternatives in terms of what might be....To begin to write is to pit to a new; use those linguistic resources that have so far been developed entirely by speaking and listening...."

In this country it seems to me we have based our early literacy instruction on reading per se. Thus we have used spoken language and writing very ineffectively. Most American teachers are jolted when told that English children write MORE than they read. Perhaps there should be a balance. But it is clear from the national assessments now available that our schooling is not doing right by writing.

USING GOOD LITERATURE

The final aspect of beginning reading, indeed, reading at ANY age or difficulty level, must include the best of published books, the trade books. Children and older folk, as I found, even at the college level, enjoy and benefit by being read to. How could little children understand what a book is unless he can see it, touch it, hear it, and early on MAKE ONE OF HIS OWN? The riches of our western world are to be found in our trade books. They should be part of the daily life of all classes.

MOVING INTO SELF-SELECTION

Gradually then, over the months, children begin to move from speech to writing to reading, from their own books into published books. As the skills of literacy are gained, children begin to read from books of their own choice. And through those chosen books, teachers are able to improve their reading of their charges. How can this be done?

INDEPENDENT CENTERS

Independent centers for assigned or self-accepted learning are needed for "seat work." Somehow the rest of the class must be kept busy while the teacher works with individuals and groups. These centers need ground rules so that a quiet, working, orderly busy room is a fact of classroom life. Some centers are:

The Book Center--where all the books are kept.

The Writing Center--where all manner of writing supplies, and provocative ideas are to be found.

The Audio Center--where tapes can be made, and tapes can be listened to.

The Science Center--where experiments can be carried out and recorded.

The Social Studies Center--where learnings in the humanities are dramatized in various ways.

The Arts Center--where color, and shape and texture are employed to promote beauty.

And many more can be organized.

But the first task of the reading period as I mentioned earlier is selecting a book by the Rule of Thumb, a simple, cost free way of deciding that a book is just right by using one's hand to establish that no more than five words, one for each finger, is unknown to the reader. Children can be trained to use this simple rule with no teacher present. If they err in so choosing, that reveals itself during the teacher-pupil individual conference.

RECORD KEEPING

Keeping records is a double process. The child records each book he ~~takes~~ picks up in his notebook. The teacher has a couple of pages in the teacher's notebook for each child. Together these jottings are a great help when that awful time, that report card time, comes around.

THE INDIVIDUAL CONFERENCE

But let us describe the one-to-one conference. This is one of the most popular activities that I have known during my entire career. I suspect the reason is that it is a highly personal, and private affair. Teachers tell me "I get to know my children SO much better." And indeed they do as a good

conference gets into the personal reasons of why books are chosen. What memories do they bring to the reader? How does the book affect his thinking about his world and its problems? How well can he read aloud to charm an audience? How much does he love reading?

I feel there are four areas to be examined in the individual teacher-pupil conference. Rather than the wooden, teacher-manual dictated questions of "Find the line where the cat went up the tree," and the like, I would want teachers to think up their own questions that fit the child, the book, and the setting.

First, a child should be made to feel that his book is connected to him personally. "Why did you choose this book?" is a fine opening question whether or not the teacher ever saw the book before. Then perhaps, "What kind of a story is it?" would begin to develop the understanding of the child of what he has read.

A second area to be explored is the basic meaning, the general idea, the main idea of the story. Does the reader really see and understand for example that "Where the Wild Things Are"[12] is sheer fantasy? Getting the main idea and becoming personally involved with a book is the goal of all reading, is it not? And this is the thrust of these two areas for questioning.

A third area deals with small nitty-gritty errors. Vocabulary development is a natural even if the child easily under-

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[12]Maurice Sendak, New York: Harper and Row, 1962.

stands the story but does not know all the words. Copyright dates. Indexes (although I personally think it is easier, more fun and faster to teach alphabetical order, i.e., indexing, with request time in music period.)

The final part of each individual teacher-pupil conference is the glory road, that is, reading aloud to charm some audience. What audience? Maybe the teacher alone. But sometimes the skill of oral reading is such that all nearby pupils lift their heads to hear the story. Of all the practices in teaching reading American teachers are worst at teaching oral reading. Vast number allow, (probably being grateful the reader knows all the words) the wooden, halting, word-calling voice tone. Too long a lost art, the magic of listening to a story read aloud comes into its own in these conferences.

GROUP TEACHING

Some people think that because the name of this approach is Individualized Reading that never a group is set up. Nonsense! A teacher is stupid indeed to teach the same thing to one child after another when they each have the same problem. Groups are organized on tasks that need to be accomplished. Skills that need to be gained, and goals that need to be reached.

Thus you have a too brief description of the approach called individualized reading. There are many authors besides

myself that have written about it.[13] Barbe, Burrows, Howes, Duker are a few. Those well known in reading who do not write about it with understanding seem to me to be those who are confused about this great dilemma in our world; the difference between extrinsic and intrinsic. The difference between inner motivation and outside motivation that needs cheerleading, force or bribery to make learning possible. The teaching of Piaget tells us operational thinking must be waited for, maturationally. It cannot be imposed ahead of its natural time. Of all the names in our current world of education, Piaget, to me stands the clearest for inner directed patterns, for intrinsic learning. Dewey, of course, will reign supreme for the foreseeable future.

With this word picture of classes, that I have described, hopefully in mind, let me discuss further some aspects of my thesis.

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[13] Walter B. Barbe, EDUCATOR'S GUIDE TO PERSONALIZED READING, Englewood Cliffs, N. J.: Prentice Hall, 1961.

Walter B. Barbe and Jerry L. Abbott, PERSONALIZED READING INSTRUCTION, West Nyack, N. Y.: Parker, 1975.

Alvina Burrows, TEACHING CHILDREN IN THE MIDDLE GRADES, Boston: D. C. Heath, 1952.

Sam Duker, INDIVIDUALIZED READING: READINGS, Metuchin, N. J.: Scarecrow Press, 1969.

Virgil M. Howesand, Helen F. Darrow, READING AND THE ELEMENTARY SCHOOL, New York: Macmillan, 1968.

May Lazar, PRACTICAL GUIDE TO INDIVIDUALIZED READING, Brooklyn Board of Education, 110 Livingston Street, Publication #40, 1960.

Gail Povey and Jeanne Fryer, PERSONALIZE READING, Encino, California International Center for Education Development, 1972.

CURRICULUM DEVELOPMENT

Teacher texts are full of something called curriculum development. What, too many mean by that, in my opinion, is the development of content to be taught, to be imposed, if you will, upon hapless pupils. What are alternatives? The development of PROCESS by which content is acquired. GO back to the Key Vocabulary. It is a strategy. It is a process. And thru it, as our research has shown, enormous amounts of skills, yes, skills, and other learnings are acquired. Instruction using Key Vocabulary is not a canned thrusting down the throat of pre-determined words. In this activity what words come are unknown to even the child until he says them.

Why do teachers worry that if they do not know exactly what words will be needed to be spelled, or recognized in reading? If there is enough writing, spelling of all words takes place. And this spelling is not done by memory (such as advocated implicitly by the teaching of dreadful lists and lists and lists of words) but by the logic of writing down the letters you hear, so that all that has to be memorized are those letters or phonemes that cannot be heard or have a kind of quirk that is unusual.

Why do teachers worry when children read a book a day that the teacher has not chosen, when children under such a regime become lyrical with delight at being ALLOWED to read books of their choice, and are more amenable to strictures of

teaching this and that skill that is obviously necessary. So, if there is enough reading, the ability to read takes off like a sky rocket, and you can depend on that, for the research verifies what I say.

Oh, ye of so little faith, so convinced that learning is a painful chore to be born with gritted teeth on horrible Mondays, take heart. Tis not so! Is teaching something to be done TO a child? Or is it setting a situation in which your guidance is needed for steering towards the Star Trek of education?

BEHAVIORAL OBJECTIVES

Are behavioral objectives really behavioral or are they a tricky way in which an administration can discipline teachers that can not be controlled by the superintendent? Are behavioral objectives just teeny, itty bitty lesson plans that must be taught, one by dreary one, day in and day out, until the teacher happily can leave the field of teaching and do something else for a living? Do teachers need candy games and tricks for keeping ORDER? Or do teachers use worksheets, and raise by candy or other rewards the guilt of the obedient children to get them done?

Does mastery mean drill? If so, I would ask, whose drill? How about a child who is furious because he cannot write his mother how much he loves her because noone will help with the words? They aren't in that week's lesson. Mastery of number could conceivably make all adults masters rather than slaves of their checkbooks. Yet the role of drill has been miserably

conceived - and almost without exception, extrinsic in nature.

But, as Bowler has found out, teachers get nervous, or is it tired?, not knowing exactly what must be taught on Monday, on Tuesday, on Wednesday, and each hour of all the days of the week.

ACTIVITY BEFORE CHECK OFF

Why has it not occurred to enough teachers that the lists of behavioral objectives can be set up as a series of check offs? Then activities of teacher pupil dictation, of creative writing, of hands-on science exploration, and thousands of other heady learning experiences can be carried out. Once a week the teacher then checks off what the class, and with a modicum of individual check sheets, can go down the roster of what has been done. Then such lists recede to where they belong. Activities come first.

Yet, teachers see these pages and pages of objectives, sent out by state departments, by commercial publishers. How wonderful they say. So ORDERLY. If I but teach every itty bitty one my children will REALLY know everything there is to know. Alas, it is not so. Soon will the more rebellious children raise up in wrath. DISCIPLINE must be maintained. At what a cost. At what a cost.

So the political trap has been sprung. Content must be imposed. With force, With Pain. Teeth must be gritted. Hatred of schools bring about these new dreadful ugly windowless schools.

No longer do we dare build schools where the ourdoors can be seen from the inside. It is too expensive to replace panes of glass, broken by children who hate school and who know are hated by their teachers, and who easily acquire the habit of hating learning. Replacing that hatred with the love of schools the love of learning, the "You-are-the-best-teacher-in- the-whole world" kind of notes, is possible when we accept the human factor. No machines that replace human teachers, only machines that help human teachers-- like tape recorders and typewriters. These make learning and the places of learning more beloved. Do teachers really need more examples of how antagonistic children are to the the educational situation? Sooze front schools? Vandalism? I think that teaching from an extrinsic base-- by force-- by ignoring the personal needs of individual children is what is wrong. Mastery by drill is sheer insanity, and will be dropped eventually.

ALl teachers can remember their first week of teaching.. Excitement. Butterflies in the stomach. Hope! Enthusiasm! Then what happens? A lot of things, but I think mostly that teachers find out that all the texts with magic answers simply do not work, and their training was a travesty on the term "preparation". Teachers find out that just being nice to pupils isnt enough. So they begin to pound away at making children learn. Thump! Thump! Extrinsic learning and teaching. Lots of it.

Being nice to pupils doesn't work, they say. Most first graders are sullen third graders. What happened?

What happened is the subject of this paper. Intrinsic learning is not understood. It is thought to be laissez-faire. Totalitarian philosophy is not a concern of teachers in this nation. They don't recognize that all imposed extrinsic learning is fundamentally totalitarian in nature. Those that are a mite uncomfortable by dragging their charges through endless lessons, objectives, worksheets and texts, day in and day out, week in and week out, console themselves "But I am not a totalitarian. I am democratic. So even if I teach in extrinsic ways it won't matter. My children will learn not by what I say but how I am." This is the way to political health?

As for the educational publishers, as Bowler clearly shows, the only thing that matters is what sells. So the matter of extrinsic learning and extrinsic teaching becomes a matter of greed and gold. The Kind Midas syndrome is throughout the land of education. As Eisenhower warned of the military-industrial complex, so I would warn us all of the educator-publisher complex. King Midas, after all, killed his child for gold. Extrinsic is a dirty word.

TEACHERS ARE THE HOPE

This is a grim picture. Is there no hope? Yes, I do believe so. Hope lies in the hands, as always, of teachers. Should they each and everyone, believe in that wonderful old saying, "To thine own self be true, and it shall follow, as the night the day, Thou canst not be false to any man."[14] I would substitute child.

Teachers must resist being told what text to use. What objectives to follow. Teachers must read the many texts now available to learn how to teach intrinsically--not missing anything, as those old "progressive-ites" in the wilder of the private schools did and still do. Laissez faire is NOT teaching. Entertaining children not teaching either but is a form of brain-washing, and just one look at Sesame Street and Electric Company to see the best there is in that field. Good entertainment, yes, but no child, in either program, ever has an original idea of his own.

Teaching from ideas, and checking off as you go--from your own list. Training children by imprinting on their minds--learnings fr[illegible] a text or a list, only sets those minds in cement. One has to b[illegible] teach a class that has never been asked to do other than repeat what is in the manual, to observe cement-minded children.

There is hope in that state wide adoption of texts are lessening. As Bowler reports, it is now down to twenty-two out of the

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[14]Wm. Shakespeare, Hamlet, Act 1, Scene 3, Line 75.

fifty states. Sheer complaining by minority groups of all kinds will hasten this development. My serious concern is that teachers will never learn how to respect their children as human beings, and will only use strategies more applicable to a machine. They will "turn children on." They will "turn children off." I think Philip W. Jackson in his profound little book THE TEACHER AND THE MACHINE[15] puts it well, when he warns that the threat is never simply from the technology, that is the machines themselves, but the threat lies in the fact that some teachers are capable of treating children as if they were machines. That is the source of worry. It is not intrinsic in character. That is what must be changed. Machines cannot think.

The change in reading practices, I feel must be towards those approaches that depend upon the inner resources of the learner. The Language-Experience Approach, Individualized Reading are well supported by research studies galore. Not only do they follow basically sound political and social patterns for our society, they are heady and alive with the joys of teaching. They present orderly, organized, systematic ways of producing a civilization. A civilization may it be noted is based upon beauty of literature. Groups of humans living together do not guarantee a civilized society. Those human beings who love ideas, who think widely, and who develop from within do

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[15]Philip W. Jackson. The Teacher and the Machine. Pittsburgh: University of Pittsburgh Press. Horace Mann Lecture, 1967.

guarantee a civilized world. So intrinsic becomes the golden word, the hope of our future, and a necessity for our way of life.

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